DOCUMENT RESUME

ED 087 918 95 CE 001 017

TITLE	Follow-Up. Grades 8-12. Career Education Center.
INSTITUTION	Harlandale Independent School District, San Antonio, Tex. Career Education Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	[73]
NOTE	19p.; See also CE 001 005-16, CE 001 075-84
EDRS PRICE	MF-$0.75 HC-$1.50
DESCRIPTORS	*Career Education; *Data Collection; *Followup Studies; Program Evaluation; *Vocational Followup
IDENTIFIERS	Texas

ABSTRACT

The Career Education Center of the Harlandale Independent School District, San Antonio, Texas, has developed a K-12 series of career oriented curriculum guides (CE 001 005-16 and CE 001 075-84). This document outlines the proposed occupational followup study for students in grades 8-12 and for five years after leaving school. Personal data will be collected on a computer scanner sheet and a career development card, both of which will be updated yearly. Suggested uses for the collected data include: identification and development of needed skills, resources, facilities, and course offerings; demonstration of the scope and effectiveness of the career awareness program and related funding; involvement of industry, business and the community; and career guidance for students. The computer forms, data sheets and questionnaires are included. (SA)

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CEC

FOLLOW-UP
GRADES 8-12

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ED 087918

FOLLOW-UP

Wilma O. McCrury

Career Education Center
Harlandale Independent School District
San Antonio, Texas

CAREER EDUCATION CENTER

MR. CHARLES N. BOGGESS, SUPERINTENDENT

MRS. LUCYLLE V. DEASEY, PROJECT DIRECTOR

HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

PREFACE

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms expecially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

FOLLOW-UP

OBJECTIVE:

To develop a program of occupational follow-up for every student leaving the school either by graduation or withdrawal for a period of five years after termination, and to annually up-date this information by contact through whatever media may be available.

PARTICIPANTS:

All pupils grades 8-12 will participate in this research follow-up program. All relevant data concerning each pupil will provide input for data analysis so that the effectiveness of each phase of the total career development program can be evaluated.

METHODS:

1. Collect personal data on Miscellaneous A/B IBM Scanner Sheet for active 8-12.
   A. Should be done by students during advisory period--should be used as a learning tool as well as collecting information.
      1. Sex
      2. Plan
      3. Parent or Guardian
      4. Present grade
      5. Student ID, Location only
      6. Local Use--Socio Economic
      7. Race Code
      8. Birthdate
      9. Today's Date
      10. Street Number
      11. Student's Social Security Number
      12. Street Name
      13. Zip Code
      14. Telephone Number
      15. Student's Name
      16. Parent's Name

2. Pre-Grid will be printed with personal information and returned to student for checking. On the bottom of pre-grid the student will enter his courses for the current year. All 8-12 courses are numbered on Computer Master Schedule.

3. Exits from student body will be filled in by exiting student when he withdraws as part of the withdrawal procedure. (Student Miscellaneous)
   A. Student's Name
   B. Location Code
   C. Withdrawal (Mo - Day - Year)
   D. Birthdate

E. Grade
   1. If your district allows students to withdraw without personal appearance of student or relative, this exit could be done by the registrar or counselor.

F. Reason (registrar will code).

4. Late entries or re-entries--Student completes Miscellaneous A/B Scanner Sheet as per number 1 above, as part of entry procedure.

5. Career Development Card
   A. First year of operation:
      1. Every student 8-12 will complete the appropriate section of the Career Development Card November 1.
      2. Cards will be turned in to Follow-up Office November 30.
      3. Information will be key punched into the Computer.
      4. Cards will be returned to student May 1 for up-date.
      5. Cards returned to Follow-up Office May 20.
      6. Up-Date will be key punched into Computer June 1.
   B. Subsequent years: Only 8th grade will start Career Development Card as the card is designed to follow the student through grade 12.
   C. Cards will be filed while in Follow-up Office in aphabetical order by Advisories.

6. Graduate Follow-Up
   A. Graduate Follow-up will be made by Follow-up Office in September.
      1. Mailings
      2. Phone
   B. Entry will be made on Postgraduate Card.
   C. Information will be key punched into Computer from Postgraduate Card.
   D. Postgraduate Cards will be attached to Career Development Card and filed alphabetically.
   E. A.B.C. will be repeated for a period of five years.

7. Exits will be followed by the same procedure as postgraduate.

8. Computer is programed for the following print-outs:
   A. Placement distribution by cluster and D.O.T. code.
   B. Enrollment by name and/or numbers in each course, program, school, or district.
   C. Distribution of enrollment by sex in all categories.
   D. Distribution of enrollment by age in all categories.
   E. Distribution of enrollment by ethnic background in all categories.
   F. Distribution of enrollment by socio-economic status in all categories.
   G. Number making career choice at each grade level 8-12.
   H. Number changing career plans each grade level 8-12.
   I. Number entering training for career first chosen.
   J. Number leaving school before completion of training grades 8-12.
   K. Number of dropouts entering full-time employment.
   L. Number of students placed in part-time employment.
   M. Number of students obtaining part-time employment through other means.
   N. Number entering pre-employment training each grade 8-12.

O. Number completing pre-employment training each grade 8-12.
P. Number entering on-the-job training without pre-employment preparation, 8-12.
Q. Number entering on-the-job training after pre-employment preparation, 8-12.
R. Number entering full-time employment without OJT.
S. Number entering full-time employment without any training.
T. Number completing training and graduation.
U. Number completing training but not graduating.
V. Number graduating without occupational training.
W. Number entering post-secondary training.
X. Number entering degree programs.
Y. Number completing degree programs.
Z. Number completing post-secondary technical training less than Bachelor degree.
AA. Number entering armed forces.
BB. Number terminating who are not in labor force.
CC. Reason not in labor force: Health, Marital, Economic, lack of salable skill, lack of interest, other.
DD. Number entering armed forces who utilize skills developed through occupational training.
EE. Number employed in occupational field for which trained.
FF. Number entering occupation in related field.
GG. Number entering employment in non-training related occupation.
HH. Number employed part-time only.
II. Number unemployed.
JJ. Number employed satisfactorily prior to completion.
KK. Average rate of compensation by occupational category at entry, 1 year, 3 years, 5 years.
LL. Average of advancement by occupational category at 6 month, 1 year, 2 years, 5 years.
MM. Number changing career occupation after completion of training.
NN. Number returning for additional training after graduation or primary completion.
OO. Total data on each pupil.

9. Use of Statistical Data compiled from Follow-Up Study.
   A. To emphasize the development of salable skills as the primary objective of occupational education.
   B. To show local and state boards of education evidence of the scope and effectiveness of a career awareness program.
   C. To show members of legislature and of legislative committees the effectiveness of funds appropriated in providing the desired educational outcome.
   D. With advisory councils to demonstrate evidence of placement and as a factor in determining need or lack of need for new programs or for need of redirection of existing courses.
   E. As a promotional medium to stimulate industry and the business community to increase participation and support of occupational education by providing placement opportunities both for on-the-job training and after completion.
   F. To up-grade the image of occupational education at local and/or state level.
   G. In-service workshops for local directors and supervisors of vocational education to focus attention on:
      1. Employment and placement trends.
      2. Reasons for effective or ineffective placement.
      3. Identification of courses with marginal value.
      4. Identification of causes for non-completion of training.
      5. Identification of programs which are strongly effective in a particular aspect of career development and training so that others may profit from their experiences.
   H. T.E.A. consultants in conferring with local districts as a guide to recognition of need for establishment, redirection or elimination of occupational training courses.
   I. Planning new schools and in redirection or expansion of existing ones.
   J. Guidance of students to indicate relative opportunities in various fields for a particular geographic area, and as an indicator of the effectiveness of the training opportunities available.
   K. As an evaluation tool to identify the strengths and weaknesses in local programs.
   L. By local employment agencies as a source of information concerning available trainee labor force.

CAREER DEVELOPMENT CARD

CAREER CHOICE	SCHOOL	DATE	GRADE

PRE-EMPLOYMENT LAB SCHOOL

Name of Lab	Gr. Level	Date Ent.	Date Comp.	Date Withdr.	Reason	VEIC

SSN _____ Advisor

NAME _____ ID

ON-THE-JOB TRAINING

Employer _____ Address _____ School _____
Emp. phone _____ Job title _____ Program _____
Cluster _____ DOT _____ VEIC _____ Date _____ Teacher _____
Hrs. per wk. _____ Hrly Compensation _____ Grade _____

Employer _____ Address _____ School _____
Emp. phone _____ Job title _____ Program _____
Cluster _____ DOT _____ VEIC _____ Date _____ Teacher _____
Hrs. per wk. _____ Hrly Compensation _____ Grade _____

Employer _____ Address _____ School _____
Emp. phone _____ Job title _____ Program _____
Cluster _____ DOT _____ VEIC _____ Date _____ Teacher _____
Hrs. per wk. _____ Hrly Compensation _____ Grade _____

NAME

Advisor
ID

POSTGRADUATE RECORD

Employer	Address	Phone	Cluster	DOT	Compensation	Date

Graduated:
McCollum _____ year Harlandale _____ year

Dropped:
McCollum _____ year Harlandale _____ year

M _____ F _____
Phone: _____
Address: _____
NAME _____ ID _____

Harlandale Independent School District

C. N. BOGGESS, SUPERINTENDENT

102 GENEVIEVE

SAN ANTONIO, TEXAS 78285

Dear Graduate:

As a part of the Career Education Program of the Harlandale School District, we would like to have the following information about our 1972 graduates.

(Please Print)
Name _____

Address _____

Phone _____ Age _____

Did you graduate? _____
From Harlandale High School _____ or McCollum High School _____

Are you working? _____ How many hours per week? _____
Name of Company _____
Address of Company _____
Phone of Company _____ My Job Title _____

My pay is: Less than $60 per week _____
$60 - $100 per week _____
$100 - $150 per week _____

Are you enrolled in College? _____ If so, name of College ___

Please complete this information and return in the enclosed envelope as soon as possible. No postage stamp is necessary.

Sincerely,

Wilma O. McCrury
Follow-Up Coordinator

WOM/mht

Enclosure

Harlandale Independent School District

C. N. BOGGESS, SUPERINTENDENT

102 GENEVIEVE

SAN ANTONIO, TEXAS 78285

As a part of the Career Education Program of the Harlandale School District, we would like to have the following information about students who have withdrawn from our schools.

Withdrew from: Harlandale High _____
McCollum High _____
Terrell Wells Middle _____
Southcross Middle _____
Harlandale Middle _____
Kingsborough Middle _____

I was in grade _____ when I withdrew.
I am now going to school yes _____ no _____.
I am now working yes _____ no _____.

Hours per week _____

Name of Company _____

Address of Company _____

Phone of Company _____

My Job Title _____

My pay is: Less than $60 per week _____
$60 - $100 per week _____
$100 - $150 per week _____

My Name _____

My Address _____

My Phone _____ My Age _____

Please complete this information and return in the enclosed envelope as soon as possible. No postage stamp is necessary.

Sincerely,

Wilma O. McCrury
Follow-Up Coordinator

STUDENT MISCELLANEOUS A/B

DO NOT MARK IN THIS AREA

SPECIAL ED
- YES
- NO

- 41
- 42
- 42A
- 42B
- 42C
- 43
- 43A
- 44
- 44A
- 42/44
- 45
- 46
- 47
- 47A
- 47B
- 47C
- 47D

EMR LEVEL
- I
- II
- III
- IV
- V
- VI
- VII

SEX
- Boy
- Girl

PLAN
- Voc
- Bus
- Coll
- Gen
- Other

PARENT OR GUARDIAN IS
- Father
- Mother
- Sister
- Brother
- Aunt
- Uncle
- Grandfather
- Grandmother
- Other

- Natural–Rel
- Step–Rel
- In–Law
- Other

INELIGIBLE	ELIGIBLE
Non–Resident	Census
Overage	
Underage	AGR
Post Grad	
Other	Transfer

ENTRY CODE
- B1
- B2
- C1

INSTRUCTIONS

USE A NO. 2 (OR SOFTER) BLACK LEAD PENCIL. DO NOT USE INK OR BALL–POINT PENS. MARK HEAVY BLACK MARKS THAT FILL THE CIRCLE COMPLETELY. ERASURES MUST BE THOROUGH. DO NOT FOLD OR MUTILATE THIS FORM. KEEP FREE OF STRAY MARKS.

PRINT THE REQUIRED INFORMATION IN THE BOXES PROVIDED. BELOW EACH BOX BLACKEN THE CIRCLE THAT IS LETTERED THE SAME AS THE LETTER YOU HAVE PRINTED IN THE BOX. BLACKEN THE BLANK CIRCLE FOR ALL SPACES AND UNUSED BOXES (ALPHABETIC GRIDS ONLY).

PRESENT GRADE

K 1 2 3 4 5 6 7 8 9 10 11 12

STUDENT IDENTIFICATION

LOCATION | STUDENT NUMBER

LOCAL USE

CODE 1 | CODE 2

BUS DATA

Elig | ROUTE NO. | RUN NO.

RACE CODE
- Anglo–Am
- Negro–Am
- Mex–Am
- Amer–Ind
- French–Am
- Other

BIRTH DATE

Month | Day | Year

TODAY'S DATE

Month | Day | Year

ENTRY DATE

Month | Day | Year

CONTROL

MAKE NO STRAY MARKS ON THIS SHEET

STREET NUMBER

STUDENT'S SOCIAL SECURITY NUMBER

STREET NAME

STUDENT MEDICAL INFORMATION

○ YES ○ NO	Convulsive Disorder	○ YES ○ NO	Speech Imp	○ YES ○ NO	Diabetic Disorder	○ YES ○ NO	Rheumatic Fever	○ YES ○ NO	Other Imp/ Disorder
○ YES ○ NO	Visual Imp	○ YES ○ NO	Hearing Imp	○ YES ○ NO	Orthopedic Disorder	○ YES ○ NO	Respiratory Disorder		

ZIP CODE

AREA CODE

TELEPHONE NUMBER

○ LISTED ○ UNLISTED

CITY

STATE

MISCELLANEOUS INFORMATION

○ YES ○ NO Do you have a birth certificate?

○ YES ○ NO Emergency data form completed?

○ YES ○ NO Are you employed?

○ YES ○ NO Are you married?

○ YES ○ NO Resident of this county last year

○ YES ○ NO Are you in the military reserves?

○ YES ○ NO Do you ride a school bus?

○ YES ○ NO Tuition student?

○ YES ○ NO Smallpox vaccination last five years?

○ YES ○ NO Do you have a drivers license?

○ YES ○ NO Parent/Guardian employed on federal property?

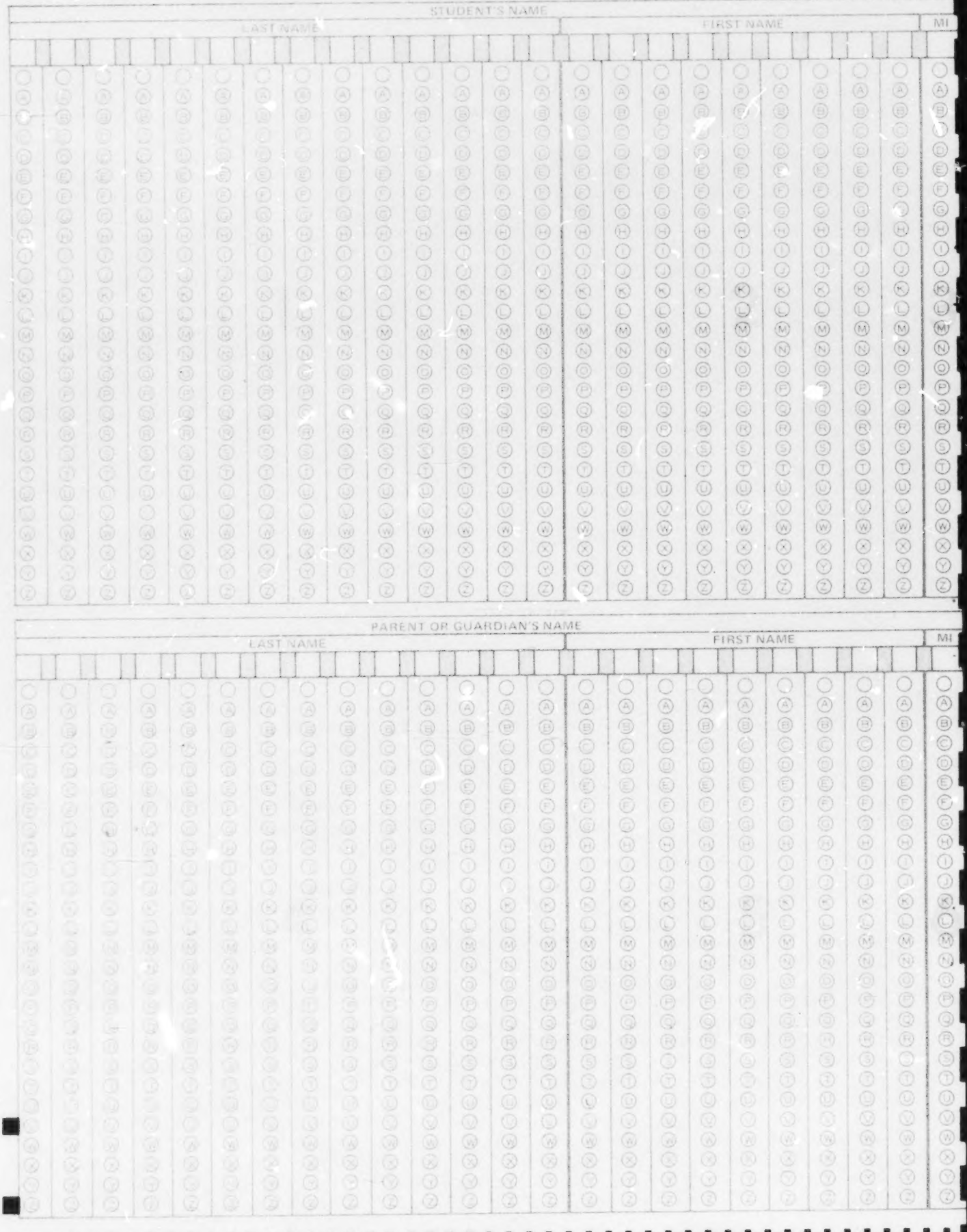
○ YES ○ NO Parent/Guardian is on active duty in the armed services?

STUDENT'S NAME

LAST NAME | FIRST NAME | MI

PARENT OR GUARDIAN'S NAME

LAST NAME | FIRST NAME | MI



BEST COPY AVAILABLE

STUDENT'S NAME		
LAST NAME	FIRST NAME	MI

Student Identification	
Location	Student No.

RE – ENTRY			
Number Of Times	Mo	Day	Year

○ Delete last Re - Entry

WITHDRAWAL				
Number Of Times	Mo	Day	Year	Reason

○ Delete last Withdrawal

ORIGINAL ENTRY DATE		
Mo	Day	Year

BIRTH DATE		
Mo	Day	Year

TODAY'S DATE		
Mo	Day	Year

Control

SPECIAL ED
○ YES
○ NO
○ 41
○ 42
○ 42A
○ 42B
○ 42C
○ 43
○ 43A
○ 44
○ 44A
○ 42/44
○ 45
○ [illegible]
○ 47
○ 47A
○ 47B
○ 47C
○ 47D

EMR LEVEL
○ I
○ II
○ III
○ IV
○ V
○ VI
○ VII

PRESENT GRADE
(K) ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

SEX
○ BOY ○ GIRL

INELIGIBLE	ELIGIBLE
○ Non-Res	○ Census
○ Over Age	○ AGR
○ Under Age	○ Transfer
○ Post Grad	
○ Other	

RACE
○ Anglo–Am
○ Negro–Am
○ Mex–Am
○ Amer–Ind
○ French–Am
○ Other

ENTRY CODE
○ B1
○ B2
○ C1

PLAN
○ Voc
○ Bus
○ Coll
○ Gen
○ Other

DO NOT MARK IN THIS AREA

DROP STUDENT
○ FROM FILE

INSTRUCTIONS:

Use a No 2 (or softer) black lead pencil. Do Not use ink or ballpoint pens. Mark heavy black marks that fill the circle completely. Erasures must be thorough. Do not fold or mutilate. Keep Free of stray marks.

Print the required information in the boxes provided. Below each box blacken the circle that is lettered the same as the letter you have printed in the box. Blacken the blank circle for all spaces and unused boxes (Student's Name Section).

STUDENT MISCELLANEOUS

NCS F-076A (Series T)